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Convention on the Elimination of All Forms of Discrimination against Women

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Committee on the Elimination of Discrimination against Women
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Item 6 of the provisional agenda*
Implementation of articles 21 and 22 of the Convention

Reports by specialized agencies on the implementation of the Convention in areas falling within the scope of their activities

Report of the United Nations Educational, Scientific and Cultural Organization

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations have been invited to submit to the Committee on the Elimination of Discrimination against Women reports on the implementation of the Convention in areas falling within the scope of their activities. The present report contains information on the measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention in the countries whose national reports will be considered by the Committee at its sixty-seventh session.

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I. Introduction

1. At its sixty-seventh session, the Committee on the Elimination of Discrimination against Women will examine the national reports of the following countries: Barbados, Costa Rica, Italy, Montenegro, the Niger, Nigeria, Romania and Thailand.

2. As a specialized agency of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture and communication and information. In accordance with the UNESCO medium-term strategy for 2008-2013, gender equality has been designated as one of the two global priorities of the Organization and continues to be a global priority for the period 2014-2021. The priority of gender equality is pursued through a two-pronged approach: (a) gender-specific programming; and (b) the mainstreaming of gender equality perspectives into all the fields of competence of UNESCO.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention provides that States parties are to take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. The right to education is at the very heart of the mission of UNESCO and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women's empowerment, women's rights and gender equality are guided by its medium-term strategy for 2014-2021; its biennial and quadrennial programme and budget documents; its organization-wide Priority Gender Equality Action Plan for 2014-2021, which supports and guides the implementation of its global "Priority Gender Equality"; the Convention; the Beijing Platform for Action; and resolutions and international and regional instruments relevant to its areas of action.

5. The UNESCO commitment to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to senior management and programme sectors for mainstreaming gender equality considerations into UNESCO policies, strategies and programmes, carries out capacity-building, monitors gender parity and work-life balance within the secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women's empowerment and gender equality initiatives.

II. Measures taken to implement the provisions of the Convention in the countries to be considered at the sixty-seventh session

Barbados

6. Barbados has been a party to the UNESCO Convention against Discrimination in Education (1960) since 24 June 1975. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. In its report on the

measures taken in the implementation of the Convention, Barbados reported, inter alia, on policies in place regarding free school books, free transportation for pupils and the provision of free school meals.

7. Under section 11 of the Constitution of Barbados, every person in Barbados is entitled to the fundamental rights and freedoms of the individual, whatever his race, place of origin, political opinions, colour, creed or sex, but subject to respect for the individual rights and freedoms of others and for the public interest. Section 23 provides for protection from discrimination, indicating that: (a) no law may make any provision that is discriminatory either of itself or in its effect; and (b) no person may be treated in a discriminatory manner by any person acting by virtue of any written law or in the performance of the functions of any public office or any public authority.

8. According to the Education Act, education is free in public educational institutions, although fees and other charges may be payable as the Minister for Education may prescribe, and is compulsory for children between 5 and 16 years of age. Education is accessible to all, regardless of age, sex, wealth or ethnic or racial background. The education system in Barbados has four main levels: pre-primary/early childhood, primary, secondary and post-secondary/tertiary. The pre-primary level caters to students between 3 and 5 years of age, while the primary level includes students from ages 5 to 11. The secondary level generally caters to students from 11 to 16 years of age.

9. Equal access to primary and secondary education for boys and girls is facilitated by the prevalence of co-education in the system. That policy has been widely instituted since the late 1970s and early 1980s. As a result, schools are equally accessible to both boys and girls.

10. The Special Needs Education Services of the Ministry of Education ensure that provision is made for students experiencing any of the following challenges: autism, visual impairment, speech and language impairment, learning difficulties, mental challenges and giftedness. The Special Needs Education Services focus on the identification of students for placement through multidisciplinary evaluation. Provision is made for students to be assisted with devices such as hearing aids. Special needs education is addressed in three ways: in the regular classroom, in the special classroom in the regular school and in the special unit or special education school.

11. The Ministry of Education administers and regulates all matters pertaining to education in Barbados. Policy is formulated by the political directorate and is executed by a technical team led by the Chief Education Officer and by an administrative team headed by a Permanent Secretary, who serves as the Chief Accounting Officer.

12. Through the global project Gender-Sensitive Indicators for Media, UNESCO encourages media organizations, particularly those that are public service institutions, to address gender inequalities. Empowerment through the media includes action to empower women in and through the media in both their operations and editorial work, such as through the promotion of multi-dimensional, non-stereotyped portrayals of men and women. More than 40 media institutions, journalism training centres and non-governmental organizations in over 30 countries have applied the framework, including in Barbados.

Costa Rica

13. Costa Rica has been a party to the UNESCO Convention against Discrimination in Education (1960) since 10 September 1963. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. Among the measures taken in implementation of the Convention, Costa Rica reported, inter alia, on the provision of programmes for young people who have left school and the provision of skills development programmes intended to integrate groups of the population without educational qualifications into the labour market, as well as the development of continuing education centres. The country also indicated that it was providing flexible educational pathways that take into account the fact that adult learners might have to combine study with work or other responsibilities.

14. The Constitution of Costa Rica contains several anti-discrimination provisions. Article 33 stipulates that all persons are equal before the law and no discrimination whatever contrary to human dignity may be practiced. Article 95 provides for guarantees for the appointment of authorities and candidates of political parties, in accordance with democratic principles and without discrimination based on gender. Article 68 declares that there shall be no discrimination with regard to wages, benefits or working conditions between Costa Ricans and foreigners, or with respect to any group of workers.

15. Concerning the right to education, under articles 77 to 84 of the Constitution, public education is organized as a complete process correlated in its various cycles, from preschool to university. Preschool education and general basic education are compulsory. In the public system, those levels and the diversified education level are free of charge and supported by the country. For State education, superior education included, the public expenditure is not to be less than 8 per cent of annual gross domestic product, in accordance with the law. The State facilitates the pursuit of higher education by people who lack monetary resources. The freedom of teaching is guaranteed; however, all private educational centres are subject to inspection by the State. The State provides food and clothing for indigent pupils, in accordance with the law. The State sponsors and organizes the education of adults in order to combat illiteracy and to provide cultural opportunities to those who wish to improve their intellectual, social and economic condition.

16. Education in Costa Rica is divided into three cycles: pre-education (under 7 years of age), primary education (ages 7 to 12) and secondary education (ages 12 to 18), which leads to higher education. Preschool and basic education are free, and elementary and secondary school are both divided into two cycles. Education has been free and compulsory since 1869.

17. During the period 2014-2015, two gender equality-related projects within UNESCO programmes were implemented in Costa Rica. A project was implemented that aimed at strengthening the capacity of United Nations staff on gender mainstreaming and the human rights-based approach in Costa Rica. UNESCO, in coordination with the United Nations Inter-agency Gender Group, promoted and enriched the analysis and delivery of United Nations programmes and activities. Training sessions were held on both gender and human rights-based approaches, in which participants developed action plans to be implemented by United Nations agencies and recommendations to be presented to the United Nations country team.

18. A project on gender-based discrimination, gender-based violence and sexism in public spheres in Costa Rica, focusing specifically on perspectives on gender equality and women's rights in the media, aimed at proposing guidelines and

recommendations on actions, mechanisms and public policies necessary to promote a culture of advertising in the country that respects women's rights and gender equality.

Italy

19. Italy has been a party to the UNESCO Convention against Discrimination in Education (1960) since 6 October 1966; however, the country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

20. The Constitution of Italy contains several anti-discrimination provisions. Article 3 stipulates that all citizens are invested with equal social status and are equal before the law, without distinction as to sex, race, language, religion, political opinions and personal or social conditions. It is the responsibility of the State to remove all economic and social obstacles which, by limiting the freedom and equality of citizens, prevent the full development of the individual and the participation of all workers in the political, economic and social organization of the country. Under article 37, working women are entitled to equal rights and the same wages for the same work as men. Conditions of work must make it possible for them to fulfil their essential family duties and provide for the adequate protection of mothers and children. Article 51 guarantees that any citizen of either sex is eligible for public office and for elected positions on conditions of equality, according to the conditions established by law.

21. The fundamental educational principles, sanctioned by the Constitution, include the freedom of education and the duty of the State to provide a network of educational establishments of every type and level that is open to everyone without discrimination of any type. Therefore, article 33 of the Constitution guarantees the freedom of art and science and the teaching thereof. The State sets forth general rules for education and establishes State schools of all types and grades. Entities and private persons have the right to establish schools and institutions of education without impositions from the State. The law, in fixing the rights and obligations of non-state schools which request parity, must guarantee those schools full liberty and their pupils scholastic treatment equivalent to that of pupils in State schools. State examinations are prescribed for admission to the various types and grades of schools or at students' graduation and in order to qualify to exercise a profession. The institutions of higher learning — universities and academies — have the right to establish their own regulations within the limits established by the laws of the State. Under article 34, schools are open to all. Primary education is compulsory for at least eight years and is free. Capable and deserving pupils, even without financial resources, have the right to attain the highest levels of education. The State ensures that right through scholarships, payments to families and other provisions, which must be attained through competitive examination.

22. The main features of the national educational systems and practices in Italy are that the school and university systems aim at ensuring equal access for all young people and promoting the processes of social mobility, especially in disadvantaged areas of the country. The general objective of the educational process in the public school system is the achievement of eight key competences for lifelong learning: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; a sense of initiative and entrepreneurship; and cultural awareness and expression.

23. Pre-primary school (*scuola dell'infanzia*) for children between 3 and 5 years of age, including children with special education needs and learning difficulties, is not compulsory. Attendance is free of charge in public sector preschools. Primary education lasts five years and attendance is compulsory for all children from ages 6 to 10. According to law No. 53/2003 and decree No. 59/2004, the reformed school system consists of two cycles. The lower secondary school (*scuola media*) is part of the first cycle of schooling and is for pupils from 11 to 13 years of age. Lower secondary education lasts three years and is compulsory and free of charge. The first two years of the upper secondary education are compulsory for all students since 2006. It consists of six types of lyceum specialized in arts, classical studies, scientific studies, foreign languages, music and dance and humanities. It offers five-year programmes divided into two two-year cycles and a final year. Technical schools offer five-year programmes mainly in the fields of services, industry and craftsmanship, and vocational education and training courses for a duration of three years. Tertiary education comprises universities, polytechnics, non-university higher education institutions in the field of the arts (academies, conservatories) and other higher technical training institutions offering courses lasting two to four semesters and leading to a diploma of higher technical training.

Montenegro

24. Montenegro has been a party to the UNESCO Convention against Discrimination in Education (1960) since 26 April 2007, under "notification of succession". The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported, inter alia, on policies for free school books and free transportation for pupils, updated registration systems for schoolchildren to better ensure that they receive a primary education, measures to allow children without citizenship access to the formal education system by giving them the right to compulsory education, the integration of human rights education into the curriculum, measures taken to improve information and communications technology in education, policies on adopting individual curriculum for children with special needs, programmes for young people who have left school, providing skills development programmes that integrate groups of the population without educational qualifications into the labour market and policies designed to ensure that learning outcomes outside school can be recognized within the formal educational system.

25. The Constitution of Montenegro contains several provisions on the principle of equality and non-discrimination. Articles 17 to 19 guarantee that all are deemed equal before the law, regardless of any particularity or personal feature; that the State guarantees the equality of women and men and offers equal opportunities; and that everyone has the right to equal protection of the rights and liberties thereof. Under article 8, direct or indirect discrimination on any grounds is prohibited, and regulations and introduction of special measures aimed at creating the conditions for the exercise of national, gender and overall equality and protection of persons who are in an unequal position on any grounds are not considered discrimination.

26. Article 75 of the Constitution guarantees the right to education. Elementary education is obligatory and free of charge. The autonomy of universities, higher education and scientific institutions is guaranteed. Article 76 guarantees the freedom of scientific, cultural and artistic creation. The freedom to publish works of science and arts, scientific discoveries and technical inventions is guaranteed, and their authors are guaranteed moral and property rights. Under article 77, the State encourages and supports the development of education, science, culture, arts, sports

and physical and technical culture. The State protects scientific, cultural, artistic and historic values.

27. Education in Montenegro aims at providing the possibility for comprehensive individual development regardless of sex, age, social and cultural background, national and religious affiliations and physical conditions; meeting the needs, interests, demands and ambitions of individuals for lifelong learning; developing the awareness, the need and the capabilities for the maintenance and the improvement of human rights, legal states, the natural and social environment and multi-ethnic diversity; developing awareness regarding national affiliation to Montenegro, its culture, tradition and history; enable individuals' involvement in work and activities in line with their capacities; and facilitating the process of integration into Europe. The Law on Education of Children with Special Needs (2004) was adopted to specifically address the rights and needs of children with disabilities.

28. Preschool education comprises nurseries and kindergartens. Nurseries provide childcare services for children up to 3 years of age. Kindergartens cater to children from 3 to 6 years of age. Preschool education is not compulsory.

29. The compulsory primary education programme lasts eight years for children ages 7 to 15; it comprised two four-year cycles: grades 1 to 4 (classroom teachers) and grades 5 to 8 (subject teachers). At the end of primary education, successful students are awarded a certificate indicating that they have completed primary school. External assessments of pupils' achievements are conducted in grades 3 and 6 and during the first year of secondary school (grade 9).

30. Secondary education is offered in gymnasia, combined secondary schools (offering general and vocational education), vocational schools and art schools. Gymnasia and art schools (music, art and ballet) offer four-year programmes. Vocational schools offer students two-year (lower level) or three- and four-year (middle level) programmes preparing for work and further education. At the end of secondary education students take an exit exam (academic or technical).

31. Higher education is provided at the public university, which comprises faculties, academies and higher institutes, and private higher education institutions. In accordance with the new Law on Higher Education (2003), bachelor's degree programmes (academic and applied) at the undergraduate level last three to four years (five years in the case of pharmacy; six years in the case of medicine). The Law on Higher Education organizes the higher education system into three cycles in line with the Bologna Process.

32. A gender equality-related project within UNESCO programmes was implemented in Montenegro under the UNESCO programme and budget for 2014-2017. The project, on gender and heritage, aimed at raising the awareness of national experts in cultural heritage, and key policymakers in the cultural heritage sector, about the implementation of gender-sensitive policies in cultural heritage management in Montenegro. To achieve that goal, the project aimed at organizing several conferences on the theme of gender and cultural heritage management, and round tables regarding recommendations on the founding of a women's museum and on the inclusion of gender in cultural heritage management.

Niger

33. The Niger has been a party to the UNESCO Convention against Discrimination in Education (1960) since 16 July 1968; however, the country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

34. Article 8 of the Constitution of the Niger states that the Niger is a State of law and that it assures to all equality before the law without distinction of sex, or of social, racial, ethnic or religious origin. All particularistic propaganda of a regionalist, racial or ethnic character and all manifestations of racial, social, sexist, ethnic, political or religious discrimination, are punished by the law. Under article 10, all Nigeriens are born and remain free and equal in rights and in duties. However, the access of certain categories of citizens to electoral mandates, to elective functions and to public employments may be favoured by particular measures specified by the law. More specifically, under article 22, the State sees to the elimination of all forms of discrimination concerning women, young girls and handicapped persons, and the public policies in all domains assure their full development and participation in national development. The State takes measures to combat the violence done to women and children in public and private life and assures them of an equitable representation within public institutions through the national policy concerning gender and the respect for the quotas. Finally, under article 4, in the exercise of the power of the State, personal power, regionalism, ethnocentrism, discrimination, nepotism, sexism, the clan spirit, the feudal spirit, slavery in all its forms, illicit enrichment, favouritism, corruption, racketeering and influence-trafficking are punished by law.

35. Article 17 guarantees that each person has the right to the free development of his personality in its material, intellectual, cultural, artistic and religious dimensions, provided that he does not violate the rights of others, or infringe the constitutional order, the law or morality. Under article 23, the State and the other public collectivities, through their public policies and their actions, see to the promotion and access to a quality, free and public education.

36. The educational policy of the Niger aims at the elimination of all types of discrimination in education by guaranteeing the right to education and insisting on practices of access to education for all girls and women as a precondition for their participation in the economic, social and cultural development of the country. The goal of the educational system is to provide learning opportunities to women and men in order for them to be able to live their civil and professional lives in dignity, to be responsible and capable of taking initiatives, and to promote adaptation, creativity and solidarity. The educational system guarantees to all young people equal access to education and aims at the eradication of illiteracy and the development of basic and applied research.

37. The educational system comprises primary education, secondary education and higher education. Primary education starts at the age of 6 and lasts six years. The first cycle of secondary education lasts four years. The second cycle lasts three years and offers two kinds of diplomas: general and technical (professional). Higher education is organized into two public universities, higher professional schools and institutes.

38. Two gender equality-related projects within UNESCO programmes have been recently implemented in the Niger. A project on reversing the gender lag in the country's educational system aimed at improving girls and women's participation in education in order to strengthen the educational system to enhance sustainable socioeconomic development. The project contributed to: (a) enhancing the learning environment to make it more girl-friendly and conducive to learning; (b) building the capacity of women classroom teachers to help them serve as role models for girls; (c) building the institutional capacity of school administration to ensure the implementation of plans/strategies, policies and programmes related to gender; (d) raising the awareness of key education actors about gender through information and advocacy; and (e) enhancing the retention of girls in schools.

39. In addition, a project on the identification and implementation of innovative industrial branches for the empowerment of girls aimed at developing gender sensitive vocational training, in order to foster a favourable environment for the strong participation of girls in technical education and industries.

Nigeria

40. Nigeria has been a party to the UNESCO Convention against Discrimination in Education (1960) since 18 November 1969. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. Nigeria reported, inter alia, on measures taken to strengthen the education system's capacity for self-evaluation.

41. Section 42 of the Constitution of Nigeria guarantees the right to freedom from discrimination by stating that a citizen of Nigeria of a particular community, ethnic group, place of origin, sex, religion or political opinion cannot be subjected to any restrictions or accorded any privilege or advantage to which citizens of Nigeria of other communities, ethnic groups, places of origin, sex, religious or political opinions are not made subject. In addition, section 17 guarantees that the State shall direct its policy towards ensuring that all citizens, without discrimination on any group whatsoever, have the opportunity to secure adequate means of livelihood as well as adequate opportunity to secure suitable employment.

42. Section 18 of the Constitution guarantees the right to education by stating that the Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels, promote science and technology and strive to eradicate illiteracy. In order to achieve those goals, the Government provides free, compulsory and universal primary education, free secondary education, free university education and a free adult literacy programme.

43. The guiding principle of education in Nigeria is the equipping of every citizen with such knowledge, skills, attitudes and values as to enable him or her to derive maximum benefits from his or her membership in society, lead a fulfilling life and contribute to the development and welfare of the community. More recently, and in the spirit of promoting basic education, there is a plan to provide every child with schooling for nine years, up to the end of the junior secondary level. The national educational aims and objectives for all levels of education are: (a) the inculcation of national consciousness and national unity; (b) the inculcation of correct types of values and attitudes for the survival of the individual and Nigerian society; and (c) training students to understand the world around them.

44. The management of education is dictated by the country's political structure, which is based on federalism. Consequently, the administrative mechanism devolves some power to state and local governments.

45. Pre-primary education is for children from the ages of 3 to 5. Attendance is not compulsory; however, parents are strongly encouraged to register their children in pre-primary educational centres, and the Government is expected to provide educational centres of good quality. Primary education lasts six years and caters to children from 6 to 11+ years of age. Primary education is compulsory and is part of basic education. According to the new curriculum structure for the nine-year basic education programme, primary education comprises two cycles: lower basic education (grades 1 to 3), and middle basic education (grades 4 to 6). Secondary education is divided into two three-year cycles: junior secondary, or the upper cycle of nine-year compulsory basic education, culminating in the Basic Education Certificate Examination; and senior secondary, leading to the Senior School

Certificate Examination. Tertiary and higher education is provided at colleges of education, universities, polytechnics and colleges of technology, ranging from 18 months to 6 years of studies.

46. Three gender equality-related projects within UNESCO programmes have been implemented in Nigeria. A project on empowering girls and women in literacy and skills development through the use of information and telecommunications technology aims at enabling 60,000 girls and women in Rivers State and the Federal Capital Territory to acquire basic literacy and life skills. The beneficiaries are those who cannot read or write because they did not attend school or who dropped out of school so early so that they have not acquired basic literacy skills. Particular attention is paid to girls in semi-urban low-performing junior secondary schools who are at risk of dropping out of school. The implementation of the project consists of a mix of delivery modes combining traditional face-to-face contact and distance education through radio and television as well as mobile applications.

47. Under a project on building the capacity of women journalists with regard to gender and leadership, UNESCO organized training for 30 women journalists from media organizations so that they could acquire the knowledge to work effectively alongside their male counterparts, engage their communities in gender-sensitive reporting by sharing information critical to women's development and involvement and disseminate that information within the period of the project and after training was concluded.

48. A project on promoting women participation and the safety of journalists during elections, which was part of a United Nations Development Programme project entitled "Democratic Governance for Development", aimed at implementing activities on the safety of journalists, in accordance with the role of UNESCO in coordinating the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity. The project also served as another component of the UNESCO Gender and Transformative Leadership Programme.

Romania

49. Romania has been a party to the UNESCO Convention against Discrimination in Education (1960) since 9 July 1964. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education. The country reported, inter alia, on policies for free school books and free transportation for pupils; the provision of free school meals; measures to allow children without citizenship access to the formal education system by giving them the right to compulsory education; the development of continuing education centres; providing flexible educational pathways which take into account the fact that adult learners might have to combine study with work or other responsibilities and the provision of financial support for adult learning; and policies ensuring that learning outcomes outside school can be recognized within the formal educational system.

50. Article 4 of the Constitution of Romania stipulates that Romania is the common and indivisible homeland of all its citizens, without any discrimination on account of race, nationality, ethnic origin, language, religion, sex, opinion, political adherence, property or social origin. In addition, under article 16, citizens are equal before the law and public authorities, without any privilege or discrimination; access to public, civil, or military positions or dignities may be granted, according to the law, to persons whose citizenship is Romanian and whose domicile is in Romania; and the State guarantees equal opportunities for men and women to occupy such positions and dignities.

51. Article 32 guarantees the right to education and states that the right to education is provided for by compulsory general education, by education in high schools and vocational schools and by higher education, as well as by other forms of instruction and post-graduate refresher courses. Education at all levels is in Romanian, but education may also be conducted in a foreign language of international use, under the terms laid down by law. The right of persons belonging to national minorities to learn their mother tongue, and their right to be educated in that language, are guaranteed and the ways to exercise those rights are regulated by law. State education is free, according to the law, and social scholarships are granted to children or young people coming from disadvantaged families and to those in institutions, as stipulated by the law. Education at all levels shall take place in State, private or religious institutions, according to the law. The autonomy of universities is guaranteed. The State also ensures the freedom of religious education, in accordance with the specific requirements of each religion. In public schools, religious education is organized and guaranteed by law.

52. Article 3 of the Law of National Education (2011) lists the main principles governing education and lifelong learning, namely: equity, quality, relevance, efficiency, decentralization, public accountability, intercultural dialogue, the preservation of the Romanian national identity and cultural values, equality of opportunity, the autonomy of universities and academic freedom, transparency, social inclusion, learner-centred education, parental participation and accountability and the recognition of the rights of persons belonging to national minorities.

53. Education is free at all levels. There is a 10-year compulsory education programme consisting of 4 years of primary education and two phases of lower secondary education: a 4-year gymnasium (grades 5 to 8) and 2 additional years either in the lower cycle of the lyceum (grades 9 and 10) or in arts and trades schools providing vocational education.

Thailand

54. Thailand is not a party to the UNESCO Convention against Discrimination in Education (1960), and the country did not report to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education.

55. Section 27 of the Constitution of Thailand states that all persons are equal before the law and enjoy equal protection under the law. Men and women enjoy equal rights. Unjust discrimination against a person on the basis of origin, race, language, sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or political view that does not violate the provisions of the Constitution, or on any other grounds, is prohibited. Measures determined by the State for the purpose of eliminating an obstacle or promoting the ability of a person to exercise his or her rights or liberties as other persons, or for the purpose of protecting or facilitating the rights of children, women, older persons, persons with disabilities or disadvantaged persons, are not deemed to be unjust discrimination.

56. Section 54 of the Constitution guarantees the right to education: every person enjoys the equal right to receive basic education for the duration of not less than 12 years; such education is of quality and provided free of charge. Under section 50, every person has both the duty and the right to receive education and training.

57. The National Education Act of 1999, as amended in 2002, stipulates that education aims at the full development of the Thai people in all aspects. The learning process aims at inculcating a sound awareness of politics, a democratic

system of government under a constitutional monarchy and the ability to protect and promote their rights, responsibilities, freedom, respect for the rule of law, equality and human dignity. The provision of education is based on the following principles: (a) lifelong education for all; (b) all segments of society participate in the provision of education; and (c) the continuous development of the learning process.

58. Depending on the local conditions, there are three types of pre-primary education available for children from 3 to 5 years of age: preschool classes, kindergartens and childcare centres. Primary education is compulsory, lasts six years and the entry age is 6. Secondary education is divided into two cycles: lower and upper secondary, each lasting three years. Higher education is provided at universities, technical institutes, professional and technical colleges and teachers' colleges. Higher education is divided into two levels: the lower-than-degree level (including associate degrees, higher certificates of education or vocational and technical education degrees); and the degree level.

59. Several gender equality-related projects within UNESCO programmes have been implemented in Thailand. A project designed to address the HIV prevention needs of young transgender people and men who have sex with men aimed at improving their access to sexual and reproductive health information and providing them with links to appropriate services. Among the objectives of the project was to reduce stigma and discrimination, including homophobia and transphobia, provide redress to those experiencing stigma and discrimination and reduce new HIV infections among young transgender people and men who have sex with men.

60. The project entitled "Thailand: assessing gender sensitivity in Thai public media" aimed at encouraging Thai PBS, and subsequently other media organizations in South-East Asia, to make gender equality issues transparent and comprehensible to the public, and to analyse their own internal policies and practices with a view to taking necessary actions for change.

61. A project was implemented aimed at promoting freedom of expression for women and youth through Thai community radio and paving the way for them to access information and knowledge. The project was designed to offer training to community radio stations from five regions of Thailand, within the framework of media and information literacy, with a particular focus on women and youth. A series of workshops targeting 100 participants (60 women and 40 men) covered topics such as media and information literacy and legal, economic and technical aspects of community radio in order to promote the role of women and youth through media and to adopt corresponding programming guidelines. The project also led to the adoption of the UNESCO media and information literacy curriculum and its integration into a standard manual for community radio producers in Thailand.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-seventh session: gross enrolment ratios and gender parity index

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
Barbados	2009	100.94	100.16	1.01	104.08	102.39	1.02	104.34	47.30	2.21
	2010	100.56	98.89	1.02	102.16	101.65	1.00	95.85	43.89	2.18
	2011	98.46	98.37	1.00	105.53	101.74	1.04	90.58	40.34	2.25
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	94.17	93.12	1.01	110.68	107.88	1.03	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Costa Rica	2009	115.83	118.18	0.98	101.94	97.45	1.05	–	–	–
	2010	115.82	118.11	0.98	104.34	100.12	1.04	–	–	–
	2011	114.93	116.98	0.98	106.69	102.52	1.04	52.60	41.97	1.25
	2012	113.66	115.41	0.98	110.11	105.88	1.04	54.90	43.97	1.25
	2013	111.11	112.53	0.99	117.99	111.43	1.06	55.10	45.11	1.22
	2014	110.29	111.27	0.99	123.61	117.19	1.05	58.78	47.52	1.24
	2015	109.50	110.13	0.99	125.57	120.71	1.04	60.94	46.62	1.31
Italy	2009	102.08	103.31	0.99	100.20	101.21	0.99	78.96	55.23	1.43
	2010	101.60	102.66	0.99	101.49	102.90	0.99	78.15	54.81	1.43
	2011	100.99	102.30	0.99	101.67	103.61	0.98	78.18	54.74	1.43
	2012	100.30	101.39	0.99	100.66	102.64	0.98	76.64	53.98	1.42
	2013	101.44	102.32	0.99	101.38	103.36	0.98	74.23	53.20	1.40
	2014	101.08	101.98	0.99	101.46	103.73	0.98	73.48	53.22	1.38
	2015	–	–	–	–	–	–	–	–	–
Montenegro	2009	111.30	113.65	0.98	99.38	98.09	1.01	57.97	44.48	1.30
	2010	105.77	107.72	0.98	101.42	100.07	1.01	61.84	49.21	1.26
	2011	95.35	95.47	1.00	92.56	92.36	1.00	–	–	–
	2012	95.41	95.16	1.00	91.80	91.00	1.01	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
	2015	93.33	95.22	0.98	90.31	90.37	1.00	–	–	–
Niger	2009	52.66	66.43	0.79	8.91	14.81	0.60	0.77	2.19	0.35
	2010	56.84	69.64	0.82	10.88	16.18	0.67	0.82	2.22	0.37
	2011	60.86	73.38	0.83	11.24	17.46	0.64	0.86	2.27	0.38
	2012	63.25	75.26	0.84	12.48	18.66	0.67	0.90	2.62	0.34
	2013	64.17	76.03	0.84	13.60	20.02	0.68	–	–	–
	2014	65.02	75.94	0.86	15.56	22.08	0.70	–	–	–
	2015	66.82	77.92	0.86	17.24	24.24	0.71	–	–	–
Nigeria	2009	80.60	89.19	0.90	36.43	41.27	0.88	–	–	–
	2010	80.92	88.35	0.92	41.17	46.38	0.89	8.12	10.78	0.75
	2011	87.40	92.97	0.94	41.87	48.27	0.87	8.30	11.76	0.71
	2012	90.79	92.48	0.98	44.93	48.50	0.93	–	–	–
	2013	92.83	94.48	0.98	53.48	57.82	0.93	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Romania	2009	96.96	98.31	0.99	97.84	98.04	1.00	82.58	60.56	1.36
	2010	96.49	98.00	0.98	99.80	100.65	0.99	78.87	57.38	1.37
	2011	95.70	97.43	0.98	99.73	101.08	0.99	72.53	53.63	1.35
	2012	94.60	96.44	0.98	98.72	99.97	0.99	61.10	48.33	1.26
	2013	–	–	–	97.04	98.69	0.98	58.02	46.67	1.24
	2014	–	–	–	94.28	95.24	0.99	59.06	47.72	1.24
	2015	89.02	90.51	0.98	91.97	92.52	0.99	58.95	47.83	1.23
Thailand	2009	96.47	98.32	0.98	83.71	78.07	1.07	53.46	44.26	1.21
	2010	95.03	97.13	0.98	86.12	81.19	1.06	56.33	44.14	1.28
	2011	95.52	97.69	0.98	89.94	85.01	1.06	58.95	46.58	1.27
	2012	96.38	98.53	0.98	89.50	84.81	1.06	58.39	44.79	1.30
	2013	96.89	98.87	0.98	89.34	83.15	1.07	58.86	43.95	1.34
	2014	104.08	103.32	1.01	130.06	125.48	1.04	60.03	45.04	1.33
	2015	99.21	106.09	0.94	125.28	132.60	0.94	57.28	40.52	1.41

Note: A dash indicates data not available or not reported separately.